

## DIBELS Next Mini-Lessons

The entire DIBELS Next Mini-Lesson would take approximately 3 ½ hours. It has been broken down into seven (7) 30 minute segments.

Materials Needed	Pencils, partners, clipboards, stopwatch (1 per partnership or 1 for presenter), DIBELS Next Assessment Manual (1 per participant), and DIBELS Next student materials (for those grades/measures being trained).		
Mini-Lesson #1: Introduction to DIBELS Next			
Step	Description	Time	Target Audience (All, Educational Leaders, Teachers)
Introduce/Identify Videos: DIBELS Next 1 & 2	Video clips: DIBELS Next 1 &2. Kathi Tiefenthaler introduces and identifies the changes from DIBELS to DIBELS Next.	10 min.	All
Explain Video: DIBELS Next 3	Video clips: DIBELS Next 3. Kathi Tiefenthaler explains the scoring booklet changes. She addresses the new features and the changes in the format. Additionally, an overview of the timeline for administering the DIBELS Next measures is identified.	5 min.	All
Review	Distribute samples of scoring booklets to review the new font used, the layout of the booklet itself, as well as build familiarity in general with the scoring booklet.	15 min.	All
Mini-Lesson #2: First Sound Fluency (FSF)			
Step	Description	Time	Target Audience (All, Educational Leaders, Teachers)
Introduce/Explain Video: DIBELS Next 4	Video clip: DIBELS Next 4. Watch Kathi Tiefenthaler introduce and explain the DIBELS Next measure, First Sound Fluency.	5 min.	All, especially Kindergarten teachers/proctors
Apply	Distribute scoring booklets, pencils, clipboards, stopwatches, and	20 min.	All, especially Kindergarten

	administration manuals to participants. Partner participants to practice administering First Sound Fluency- each partner should practice administering the assessment following the administration directions. While partners are practicing presenter should circulate to observe correct administration procedures. Be prepared to model correct procedures.		teachers/proctors
Debrief	Concluding partner practice, allow participants to debrief, that is, discuss the First Sound Fluency measure and the administration directions.	5 min.	All, especially Kindergarten teachers/proctors
<i>Mini-Lesson #3: Letter Naming Fluency (LNF)</i>			
<i>Step</i>	<i>Description</i>	<i>Time</i>	<i>Target Audience (All, Educational Leaders, Teachers)</i>
Introduce/Explain <i>Videos: DIBELS Next 4-5</i>	IMPORTANT NOTE: Presenters will need to use both video clips listed partially. Times are listed below.  Video clip: <i>DIBELS Next 4-5</i> . Watch Kathi Tiefenthaler introduce and explain the DIBELS Next measure, Letter Naming Fluency. Start clip, <i>DIBELS Next 4</i> at 3:34 as it begins to introduce LNF. Continue Letter Naming Fluency using clip, <i>DIBELS Next 5</i> . Stop the video clip at 2:30 to conclude the introduction and explanation of Letter Naming Fluency.	6 min.	All, especially Kindergarten & 1 <sup>st</sup> grade teachers/proctors
Apply	Distribute scoring booklets, pencils, clipboards, stopwatches, and administration manuals to participants. Partner participants to practice administering Phoneme Segmentation Fluency- each partner should practice administering the assessment following the administration directions.  While partners are practicing presenter should circulate to observe correct administration procedures. Be	19 min.	All, especially Kindergarten & 1 <sup>st</sup> grade teachers/proctors

	prepared to model correct procedures.		
Debrief	Concluding partner practice, allow participants to debrief, that is, discuss the Letter Naming Fluency measure and the administration directions.	5 min.	All, especially Kindergarten teachers/proctors
<i>Mini-Lesson #4: Phoneme Segmentation Fluency (PSF)</i>			
<i>Step</i>	<i>Description</i>	<i>Time</i>	<i>Target Audience (All, Educational Leaders, Teachers)</i>
Introduce/Explain <i>Videos: DIBELS Next 5</i>	Video clip: <i>DIBELS Next 5</i> . Watch Kathi Tiefenthaler introduce and explain the DIBELS Next measure, Phoneme Segmentation Fluency. Start the clip at 2:30 as the previous portion explains Letter Naming Fluency (mini-lesson #3).	5 min.	All, especially 1 <sup>st</sup> grade teachers/proctors
Apply	Distribute scoring booklets, pencils, clipboards, stopwatches, and administration manuals to participants. Partner participants to practice administering Phoneme Segmentation Fluency-each partner should practice administering the assessment following the administration directions.  While partners are practicing presenter should circulate to observe correct administration procedures. Be prepared to model correct procedures.	20 min.	All, especially 1 <sup>st</sup> grade teachers/proctors
Debrief	Concluding partner practice, allow participants to debrief, that is, discuss the Phoneme Segmentation Fluency measure and the administration directions.	5 min.	All, especially 1 <sup>st</sup> grade teachers/proctors
<i>Mini-Lesson #5: Nonsense Word Fluency (NWF)</i>			
<i>Step</i>	<i>Description</i>	<i>Time</i>	<i>Target Audience (All, Educational Leaders, Teachers)</i>
Introduce/Explain <i>Videos: DIBELS Next 6</i>	Video clip: <i>DIBELS Next 6</i> . Watch Kathi Tiefenthaler introduce and explain the DIBELS Next measure, Nonsense Word Fluency.	5 min.	All, especially 1 <sup>st</sup> & 2 <sup>nd</sup> grade teachers/proctors

Apply	<p>Distribute scoring booklets, pencils, clipboards, stopwatches, and administration manuals to participants. Partner participants to practice administering Nonsense Word Fluency-each partner should practice administering the assessment following the administration directions.</p> <p>While partners are practicing presenter should circulate to observe correct administration procedures. Be prepared to model correct procedures.</p>	20 min.	All, especially 1 <sup>st</sup> & 2 <sup>nd</sup> grade teachers/proctors
Debrief	Concluding partner practice, allow participants to debrief, that is, discuss the Nonsense Word Fluency measure and the administration directions.	5 min.	All, especially 1 <sup>st</sup> & 2 <sup>nd</sup> grade teachers/proctors
<i>Mini-Lesson #6: DIBELS Oral Reading Fluency (DORF)</i>			
<i>Step</i>	<i>Description</i>	<i>Time</i>	<i>Target Audience (All, Educational Leaders, Teachers)</i>
Introduce/Explain <i>Videos: DIBELS Next 7</i>	Video clip: <i>DIBELS Next 7</i> . Watch Kathi Tiefenthaler introduce and explain the DIBELS Next measure, DIBELS Oral Reading Fluency.	5 min.	All, especially 1 <sup>st</sup> . 6th grade teachers/proctors
Apply	<p>Distribute scoring booklets, pencils, clipboards, stopwatches, and administration manuals to participants. Partner participants to practice administering DIBELS Oral Reading Fluency-each partner should practice administering the assessment following the administration directions.</p> <p>While partners are practicing presenter should circulate to observe correct administration procedures. Be prepared to model correct procedures.</p>	20 min.	All, especially 1 <sup>st</sup> . 6th grade teachers/proctors
Debrief	Concluding partner practice, allow participants to debrief, that is, discuss the DIBELS Oral Reading Fluency measure and the administration directions.	5 min.	All, especially 1 <sup>st</sup> . 6th grade teachers/proctors

<i>Mini-Lesson #7: Retell Fluency (RTF) &amp; Word Use Fluency (WUF)</i>			
<i>Step</i>	<i>Description</i>	<i>Time</i>	<i>Target Audience (All, Educational Leaders, Teachers)</i>
Introduce/Explain <i>Videos: DIBELS Next 8</i>	Video clip: <i>DIBELS Next 8</i> . Watch Kathi Tiefenthaler introduce and explain the DIBELS Next measures, Retell Fluency & Word Use Fluency.	5 min.	All, especially 1 <sup>st</sup> . 6th grade teachers/proctors
Apply	Distribute scoring booklets, pencils, clipboards, stopwatches, and administration manuals to participants. Partner participants to practice administering Retell Fluency & Word Use Fluency-each partner should practice administering the assessment following the administration directions.  While partners are practicing presenter should circulate to observe correct administration procedures. Be prepared to model correct procedures.	20 min.	All, especially 1 <sup>st</sup> . 6th grade teachers/proctors
Debrief	Concluding partner practice, allow participants to debrief, that is, discuss the Retell Fluency & Word Use Fluency measures and the administration directions.	5 min.	All, especially 1 <sup>st</sup> . 6th grade teachers/proctors